

## MARCH IS DISABILITY AWARENESS MONTH

"I'm Not Your Inspiration" – is the theme for this year's Disability Awareness Month. This theme emphasizes that people with disabilities are people first. They are co-workers, classmates, and neighbors who want to be fully included in their communities – just like everyone else. For additional information, materials (posters, stickers, bookmarks, activity packets, etc.), ideas and resources, and news and events throughout the state, please go to

[www.indianadisabilityawareness.org](http://www.indianadisabilityawareness.org).

Each March, Disability Awareness Month is celebrated throughout Indiana. Led by the Indiana Governor's Council for People with

Disabilities, the goal of Disability Awareness Month is to increase awareness and promote

independence, integration, and inclusion of all people with disabilities. The Council develops a unique theme for this annual event and produces campaign materials that are available free of charge to Hoosiers who want to help make a difference. For more information on the Council, go to [www.in.gov/gpcpd](http://www.in.gov/gpcpd).



## Global Learning Content-Specific Resources Posted

### [The Content-Specific Global Learning Guide](#)

is a collaborative document with the ideas and expertise of the IDOE content area specialists. This document walks a teacher through how and why to integrate global learning concepts into the classroom and gives examples and resources in each content area. For more global resources click [here](#) also check out the front page of [February's Teachers' Toolbox](#).



## IREAD-3

The IREAD-3 test administration window is March 13-17. Resources, including the Blueprint and Item Sampler, are available at [here](#).

## Indiana State Library



Looking for more news and resources? Check out news items and [The Wednesday Word](#) from the [Indiana State Library](#).



[2017 Indiana Science Olympiad State tournament](#) will be held on **Saturday, March 18<sup>th</sup>** at **Indiana University** in Bloomington. Find more information on the [Secondary Science Page](#).

### This Issue:

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# Instruction & Access for All

Teachers' Toolbox

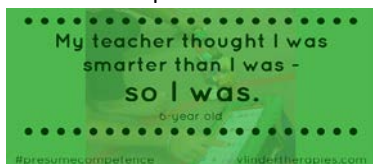
March 2017

## The Power of Presuming Competence

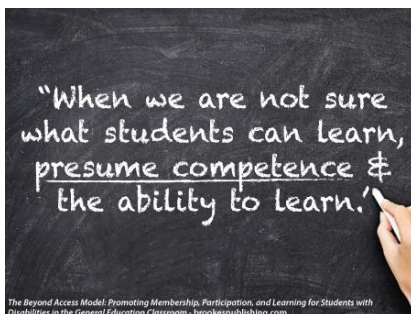
Definition of Inclusive Education

...school communities based on social justice principles in which all students:

- Are presumed competent;
- Are welcomed as valued members of all general education classes and extra-curricular activities in their local schools;
- Fully participate and learn alongside their same-age peers in general education instruction based on the general curriculum; and,
- Experience reciprocal social relationships.



**Your Turn!**



- ✓ Designate an "Inclusion Facilitator"
- ✓ Set up Collaborative Teaming & Sharing Roles
- ✓ Commit to Common Planning Time
- ✓ Allow for Push-in of Related Services
- ✓ Use Instructional Resources – accessible materials, assistive technology
- ✓ Stop Allowing Places Just for Students with Disabilities

From TASH Inclusive Education site: <http://tash.org/advocacy-issues/inclusive-education/>

## Universal Design for Learning: Providing Access

In this edition we will continue to share resources for providing access to grade level curriculum and instruction for all students through the use of UDL. As a reminder, instead of trying to take on planning and using the entire UDL Framework within your instruction, try selecting **one** activity to try from the examples and resources section. Commit to incorporating just this one new strategy into your lesson planning this month as a way to increase implementation of the entire framework over time.

This month's edition features key strategies related to Principle I. Provide Multiple Means of Representation, Guideline 3: Provide options for comprehension. Each student varies greatly with regard to their individual skills and abilities to process information. A student's ability to access prior knowledge is a critical way they can learn new information. Through proper design and presentation of information teachers can provide the essential scaffolds necessary to ensure that all learners have access. Below are some tips and strategies to consider when providing options for increasing comprehension through multiple means of representation.

- ☐ Pre-teach critical prerequisite concepts through demonstration or models
- ☐ Anchor instruction by linking to and activating relevant prior knowledge
- ☐ Give explicit prompts for each step in a sequential process
- ☐ "Chunk" information into smaller elements
- ☐ Provide multiple entry points to a lesson and optional pathways through content



## Watch It:

- In Dan Habib's TEDx talk, "[Disabling Segregation](#)," he asks the audience which had the bigger impact on their lives: their social or academic experiences?
- **What do you think?**
- Nicole Eredics of The Inclusive Classroom started the Inclusive Class Project, an easy way to share videos of tips and strategies a [step-by-step guide to modifying worksheets](#) and a [video review of Universal Design for Learning In Action](#). Just [download the Periscope app](#) to participate and follow along!

## Online UDL Resources:

- [Teacher Resources](#) for UDL in Practice
- Sign up for a [free UDL Newsletter](#) with monthly tips
- [UDL Tech Toolkit](#)

## Examples & Resources:

- [Activities to Activate Background Knowledge](#)  
"Strategies suggested on the ELL Classroom blog, such as "brain dump" and "vocabulary checklist," seek to anchor instruction by activating relevant background knowledge."
- [Teaching Strategies: Activating Prior Knowledge](#)  
"The strategies listed on the ESOL site, such as concept maps, KWL charts, and graphic organizers, are effective examples of ways to activate and supply students' background knowledge."

Source:

[http://www.udlcenter.org/implementation/examples/examples3\\_1](http://www.udlcenter.org/implementation/examples/examples3_1)

# High Ability

High Ability Specialist:  
[Lisa Novotney](#)

According to Richard Paul from the [Foundation for Critical Thinking](#) "a critical thinker is someone who is able to think well and fair mindedly about his or her own beliefs and viewpoints as well as those which are diametrically opposed." Questioning is at the heart of critical thinking. In order to push the thinking of your students, consider the 6 types of Socratic Questions.

## Socratic Questions

### Questions for clarification:

Why do you say that?  
How does this relate to our discussion?

### Questions that probe assumption:

What could we assume instead?  
How can you verify or disapprove that assumption?

### Questions that probe reasons and evidence:

What would be an example?  
What is....analogous to?  
What do you think causes to happen...? Why?

### Questions about Viewpoints and Perspectives:

What would be an alternative?  
What is another way to look at it?  
Would you explain why it is necessary or beneficial, and who benefits?  
Why is the best?  
What are the strengths and weaknesses of...?  
How are...and ...similar?  
What is a counterargument for...?



### Questions that probe implications and consequences:

What generalizations can you make?  
What are the consequences of that assumption?  
What are you implying?  
How does...affect...?  
How does...tie in with what we learned before?

### Questions about the question:

What was the point of this question?  
Why do you think I asked this question?  
What does...mean?  
How does...apply to everyday life?

# Alternative Education

Alt Ed Specialist: [Julia Johns](#)

### SY2016-17 Data Reminder

**Alt Ed Grant Renewal** – will begin on Monday April 3, 2017 and end on Friday July 14, 2017 - memo will be sent via email and posted on the Learning Connection on April 3, 2017,  
**DOE AL Reporting** – will begin on Monday May 15, 2017 and end on Friday July 14, 2017 – memo will be sent out via email and posted on the Learning Connection on Monday May 15, 2017.

### IDOE Learning Connection

Please join our community to receive alt ed updates, find resources, posts questions on the forum, and collaborate with others in alternative education ☺

[IDOE - Alternative Education](#)

### PD Opportunities

- ❖ National Alternative Education Association Conference  
[Mar 8-10, 2017](#)
- ❖ The Freshman Success Conference  
[June 25-28, 2017](#)
- ❖ Reaching the Wounded Student Conference  
[June 25-28, 2017](#)

### Summer Book Study 2017

If you are interested in participating in a summer book study for 15 PGP points, please click on the link below to provide your input [here](#).

### Noteworthy Articles

[Student Retention](#)  
[NEA Preventing Future Dropouts](#)  
[Decreasing Dropouts](#)

### Reminder Regarding New Programs for SY2017-18

Proposals for new alternative education programs must be submitted for review by Friday June 30, 2017. Information regarding starting an alternative education program can be found [here](#).

### Additional Resources

[Dropout Prevention](#)  
[Reading & Writing](#)  
[Indiana History Rocks!](#)  
[Indiana Authors](#)





# Elementary STEM

Teachers'  
Toolbox

Focused on Science, Technology, Engineering, and Mathematics

March 2017

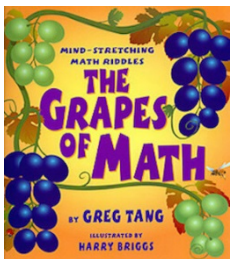
## Saving Time, Effort, and Helping Your Students!

A guest submission by Bill Reed – Secondary Math and STEM Specialist

I am in awe of Elementary Teachers! Elementary teachers have to know the academic standards for English/Language Arts, Literacy, Math, Reading, Science, and Social Studies. You must develop lesson plans for every subject. You are required to have activities that enhance all your lessons. There is no way you can be an expert in everything. That is where specialist (like me) and coaches can help.

One of the largest obstacles teachers must overcome is how do you get everything done in the time frame you are given. As teachers, we have mastered the ability to multi-task. We need to be doing the same thing with our students and in our instruction. Instead of teaching English, Math, Reading, Science and Social Studies individually and separately we need to teach much more interdisciplinary.

I was fortunate to work with an elementary math coach that helped me become a much better secondary math teacher by showing me how elementary teachers should be teaching in context. She showed me how she would use Greg Tang books like the “Grapes of Math” to infuse reading and math. This was a fun way for lower elementary students to do their reading while at the same time having a fun math lesson. There are many great elementary reading books that infuse math. Check out these lists of great elementary reading and math books: [List 1](#), [List 2](#), [List 3](#). These same lists of books can be found for [Science](#) and [Social Studies](#). See what books you might use to cover math and reading simultaneously. Have you combine any of your reading lesson with other disciplines?



Another way to save time and effort is to teach with [Rich Mathematical Tasks](#) and [Low Floor/Threshold, High Ceiling Tasks](#). Here are some [Pre-K to 1<sup>st</sup> Grade Rich Mathematical Tasks](#). Here are some [Primary Grades Rich Mathematical Tasks](#). Here is a great resource for elementary level [Low Floor/Threshold, High Ceiling Tasks](#). These tasks will integrate reading, writing, math, problem solving, and good social skills.

Pairing specific disciplines together will also allow teachers to save time and effort. An obvious pairing is math and science. I truly believe that science is the perfect way to do math. With the pairing of math and science you can also bring in the reading and writing skills students use regularly. Great resources for this pairing can be found at sites like [scholastic](#) or what other teachers in other school districts use to integrate their lesson plans. Here are some examples for [4<sup>th</sup> – 6<sup>th</sup> grades](#) or [K – 4<sup>th</sup> grades](#). Did you know that you are already paying for many resources that have been created on your behalf?

NASA, a tax-payer government funded agency, has many [elementary resources](#) integrating math and science. Many large STEM companies hire employees devoted to creating educational resources to help teachers. See what you can find to use in your classroom.



Interdisciplinary lessons do not stop at math and science. There are many math, science and social studies lessons that allow students to learn history while at the same time doing math and science. Here are some great elementary [activities and lesson plans combining math, science and social studies](#).

Finally, I just want to say **THANK YOU** to all the Elementary Teachers for all that you do for your students. You have a very important task of preparing your students for the future!

### Specialist Contact

Bill Reed  
Secondary Math and STEM  
317-232-9114  
[wreed@doe.in.gov](mailto:wreed@doe.in.gov)



# Secondary Math

Teachers' Toolbox

March 2017

## Non-Negotiables – Must Haves and Must Do's

As a teacher I had 3 simple non-negotiable rules for my classroom. First, and most important: You must listen to and treat your peers and the teacher with the same respect you expect for yourself. Second: You must be to class on-time, prepared with appropriate materials and willing to make your best effort to answer all questions and problems presented. Finally: You must use every possible means of getting help when needed by asking peers, using book and online resources and asking a specific question to the teacher. ("I don't get this." is NOT a question!) It was my responsibility, as the teacher, to set up my classroom so students could easily follow these simple non-negotiables rules and policies. Are you setting you classroom up for students to be successful? I know as a beginning teacher I did many things, I thought were helping the students, only to find that in the long run, I was setting them up for problems and issues down the road.

*"Good teaching is more a giving of right questions than a giving of right answers." --Josef Albers*

Teachers **MUST** be asking far more questions than giving answers! When teachers use [good questioning strategies](#) students must use good thinking skills. We all are aware of [Bloom's Taxonomy for Higher Order Thinking Skills](#) and [Webb's Depth of Knowledge levels](#) but have you seen [Karen Hess's Cognitive Rigor Matrix and Curriculum Examples](#)? Making sure we are asking good productive, purposeful questions is imperative for our students.

Think about how many and what are the questions you are asking your students to consider and answer. What could you do to improve those questions for your students? What questions make students think?

Teachers **MUST** be using [Rich Mathematical Tasks](#) and [Low Floor/Threshold, High Ceiling Tasks](#) to get their students talking and thinking mathematics! Procedural knowledge is important but if students do not see the why and how the math they are learning is applied then they rarely see the relevance to what they are expected to learn. Having students make decisions, determine what an answer will look like, and check to see that an answer is reasonable are skills we need to emphasize much more in our classrooms. What kind of problems/tasks are you using to get the students talking and discussing math? How are these tasks an integral part of your classroom?

Teachers **MUST** utilize all available resources to help students with the mathematics they are learning. Do you encourage your students to use [Rose-Hulman's Homework Hotline](#) or have students watch a [Kahn Academy](#) video to get

extra help with the topic you are covering in class. What additional sources do you require your students to use? How can you help students seek additional help?

## Warm-Up

With keen observation, you notice that you have a specific 5 digit number. If you put a 1 in front of that number, then multiply the new six digit number by 3 you will get the original 5 digit number followed by a 1. What specific 5 digit number did you start with? What knowledge was required to work this problem?

*How do numbers affect everyday decisions?*

## PAEMST Award

[The Presidential Awards for Excellence in Math and Science Teaching](#)

nominations are now available.

Nominate someone today for a chance to earn a trip to Washington D.C. and \$10,000!



## Specialist Contact

Bill Reed  
Secondary Math and STEM  
317-232-9114  
[wreed@doe.in.gov](mailto:wreed@doe.in.gov)

# 6-12 Writing

Teachers' Toolbox

Part 4 of 4  
Part 1 in Dec '16  
Part 2 in Jan '17  
Part 3 in Feb '17

## Instructing Secondary Students to Write Effectively

In November of 2016, *What Works Clearinghouse* released their Educator Practice Guide for "Teaching Secondary Students to Write Effectively." The whole guide can be seen [here](#); beware it is a large document! In the document, the WWC provides 3 evidenced based recommendations for helping students in grades 6-12 develop effective writing skills.

### Recommendation 3:

*Use assessments of student writing to inform instruction and feedback.*

## How To Carry Out Recommendation 3

Assess students' strengths and areas of improvement before teaching a new strategy or skill.

- Indicate whether students have the appropriate foundation for subsequent lessons and highlight common areas of need
  - Use **On-Demand Writing Prompts**, short, unannounced writings
    - Identify purpose and audience for On-Demand Writing Prompts; provide age-appropriate authentic tasks that are accessible and offers some choice for students

"Teaching Secondary Students to Write Effectively" What Works Clearinghouse November 2016

## Writing Resources *Click on the box!*

Jennifer Serravallo:  
*A Hierarchy of Writing Goals*

"The Best Writing Teachers Are Writers Themselves"  
*The Atlantic* 9/2012

401 Prompts for Argumentative Writing

650 Prompts for Narrative and Personal Writing

Spark an Interest; Ignite a Passion  
The 2017 LRNG Innovators Challenge

LRNG Innovators began [in 2014](#) and is now launching its third challenge, inviting educators to imagine engaging ways to help young people explore their interests, thereby igniting a passion that can lead to college, to a career, or a positive impact in the community. We seek proposals for programs, curricula, or projects that actively help youth discover interests connecting the spheres of their lives, both in and out of school, and provide potential future opportunities.

Proposals should be led by teams of teachers, but will benefit from collaboration between other educators and community leaders who work with youth in learning-centered institutions like museums, libraries, and afterschool programs, where interests are often activated. If you and your colleagues are up to the challenge, start your application today! **Deadline: March 16, 2017.**

**Questions?** Review [our FAQ](#) or email [educatorinnovator@nwp.org](mailto:educatorinnovator@nwp.org). You may also want to [review the rubric](#) and/or our [application resources](#). [Download a PDF](#) of this entire application.

Quick deadline!

## Quick Writing Activity Ideas

### "Pi Day" Haikus

How about a little math integration into poetry writing? Coming up in the middle of this month is unofficial "Pi Day," March 14 – the first three digits of the number pi (3.14). A way to honor "Pi Day" could be having students write Haikus using the syllable count 3-1-4 (rather than the traditional 5-7-5). Because they would not be a traditional Haiku, they could be called "Pikus!"



### Book "Shelfies"

Have you seen these type of "Staff Recommendations" at your local book store? What a cool way to have students write about what they're reading! As students read books and return them to the library, have students write a short review of the book and then feature in the library or classroom. Including a selfie of the student and the book along with their name may encourage other students to go talk to "Shelfie" writer about the book. Another way to grow the reading and writing culture in the school is to have staff members and teachers read books and write "Shelfies" and take selfies with the book.

[Melanie Martz](#)  
(317) 232-9013

# SOCIAL STUDIES

Teachers' Toolbox

Specialist Contact: Bruce Blomberg, [bblomberg@doe.in.gov](mailto:bblomberg@doe.in.gov), 317-232-9078

March 2017



Growing out of a small-town school event in California, Women's History Month is a celebration of women's contributions to history, culture and society. The United States has observed it annually throughout the month of March since 1987.

## **Women's History Month Resources**

[Women's History Month: 6 Lesson Plan Resources for Teachers](#)

[Women's History Month: A Collection of Teaching Resources](#)

[Women's History Month – History, Timelines, Ideas, Events. ...](#)

[Celebrate Women's History Month](#)

## **INDIANA HISTORY MOVIE CLIPS**

The Indiana Bicentennial celebration may have passed, but the study of Indiana History continues. The Indiana Bicentennial Minute, endorsed by the Indiana Bicentennial Commission, was presented throughout 2016. Narrated by broadcast icon Jane Pauley, there are 52 movie clips, with each 60-second segment designed to captivate and highlight noteworthy moments of Indiana history. Access these fascinating Indiana stories of the last two centuries at the following site:

<http://tinyurl.com/INBicentMinute>

## **THE GREAT IMMIGRATION DEBATE**



This eLesson will assist students in understanding the challenges faced by public officials when forming immigration policy. Through research, students will better understand some of these proposed policy solutions and some of the concerns surrounding them. Students will analyze the effectiveness of these proposals and apply their analysis through participation in class discussion and creation of their own plan for an effective immigration policy.

[View the eLesson here.](#)

[See what happened in the month of March](#)



# World Languages

Teachers' Toolbox

March 2017

## The Presentational Mode: Writing



Evaluating students' productive language skills comes in the form of written or spoken assessments. Let this month's Teachers' Toolbox give you some thematic ideas on how to look at potential writing assignments in the presentational mode! Here are a series of Level I and II examples! Let the writing begin!

### Level One Ideas: "A Family Reunion", "Culinary Favorites", and "A Day in my Shoes"

**A Family Reunion** – What Level 1 curriculum map ignores a family theme? As a written product for this unit, you could have students list captions next to a series of awkward family photos from a family reunion. This can be done in the 1<sup>st</sup> person as quotes from the individuals in the photos or the 3<sup>rd</sup> person for students to describe what they are doing in the photo.

**Culinary Favorites** – Another staple unit in a 1<sup>st</sup> year curriculum plan. Let your students put their chef hats on and have them identify a menu of culturally-authentic dishes from a country of your/their choosing. Have students produce a list of ingredients using simple sentence structures and/or have students use imperative structures to share how the dish is made.

**A Day in my Shoes** – A journal entry over the course of a week can allow you to use this theme for students to share their hobbies and/or daily routine elements. To combine with another content area, students can use this as a fitness journal to help them track both their activity habits, their daily attire, their leisure activities or much more.

### Level Two Ideas: "Show and Tell", "That Crazy Day", and "Where Will I Go?"

**Show and Tell**– Stuffed animals, playgrounds and childhood friends will become the main focus as students share in a storybook format. Students can share their photos with their favorite quotes, they can describe their favorite toys or childhood items in the 3<sup>rd</sup> person. This is a great way to remind students of the importance of thorough descriptions.

**That Crazy Day** – Let students use their imagination as they share their craziest series of events in their rendition of That Crazy Day. This writing assignment can take place in various settings to accomplish any vocabulary tasks that you are trying to practice. Whether this is a bizarre day at school, a strange day at their after school job or a peculiar party event.

**Where Will I Go?** – Use this theme to engage your students in some forward thinking. They can think one, five or twenty years in the future to make their predictions regarding university study, future nuptials, a specific career path or even their days as a grandparent or retiree. So many future events can be encompassed here. Possible formats may include a time capsule prediction, an event invitation or even a goal-setting sheet.

**"WRITING IS THE PAINTING OF THE VOICE!"**  
VOLTAIRE

[Save the date...](#)  
IFLTA Conference  
Nov. 2-4, 2017  
[www.iflta.org](http://www.iflta.org)

## National Resources

Let our national organization help guide you with samples in your language. Click [here](#) to access the webpage. To see the general Can-Do statements that your national leaders crafted for the Presentational Mode, click [here](#) (pp. 23-27). For the ACTFL performance descriptors, click [here](#).



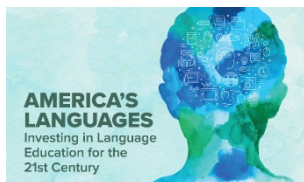
Visit our updated website!! Click [here](#)!

## Specialist Contact

Jill Woerner @GlobalEDIndiana  
Global Learning and World Languages Specialist  
[jwoerner@doe.in.gov](mailto:jwoerner@doe.in.gov)  
317-234-5705



**In the News...** The American Academy of Arts & Sciences just released their report entitled "America's Languages". Find and read it [here](#)!



**Don't forget to connect with us at** [www.learningconnection.doe.in.gov](http://www.learningconnection.doe.in.gov) for IDOE's World Language & Cultures Community

## Coming Soon:

This concludes our journey through the modes of communication. Stay tuned for ideas about the "Communities" standard in April!



# Secondary Science

Teachers' Toolbox

March 2017



INDIANA  
SCIENCE  
OLYMPIAD

## State Tournament

The [Indiana Science Olympiad](#) (INSO) is a nonprofit

organization devoted to improving the quality of science education, increasing student interest in science, and providing recognition for outstanding achievement by students in grades 6-12. [2017 State tournament](#) will be held on **Saturday, March 18<sup>th</sup>** at **Indiana University** in Bloomington. Come cheer on the future in Indiana science or follow the happenings with Science Olympiad's #INSciOly and INSO State Tournament #INSO17IU on Twitter.

## Vocabulary

What are you utilizing to engage students with vocabulary? Looking for a new approach that gets students interacting with vocabulary? Check out the [six-step process](#) (Marzano, 2004). It involves the following steps: 1. Provide a description, explanation, or example of the new term. 2. Ask students to restate the description, explanation, or example in their own words. 3. Ask students to construct a picture, pictograph, or symbolic representation of the term. 4. Engage students periodically in activities that help them add to their knowledge of the terms in their vocabulary notebooks. 5. Periodically ask students to discuss the terms with one another. 6. Involve students periodically in games that enable them to play with terms.

## PAEMST Award

[The Presidential Awards for Excellence in Math or Science Teaching](#)

nominations are now available. Nominate someone today for a chance to receive a trip to Washington D.C. and \$10,000!



## SAFETY in the Science Laboratory

Have you checked your chemical storeroom? The Indiana Legislature passed a law in 2003 banning [mercury](#) and mercury-containing instructional equipment and materials from Indiana schools. For this reason, there should be no mercury or mercury instruments in your school and every effort should be made to ensure that staff and students do not bring such items into your school. Read the [law language](#).

## Specialist Contact

[Jarred Corwin](#) jcorwin@doe.in.gov  
Secondary Science and STEM Specialist  
On Twitter @JarredCorwin  
Follow us on the [Learning Connection](#)  
Science Educator's Discussion Group



72  
Schools

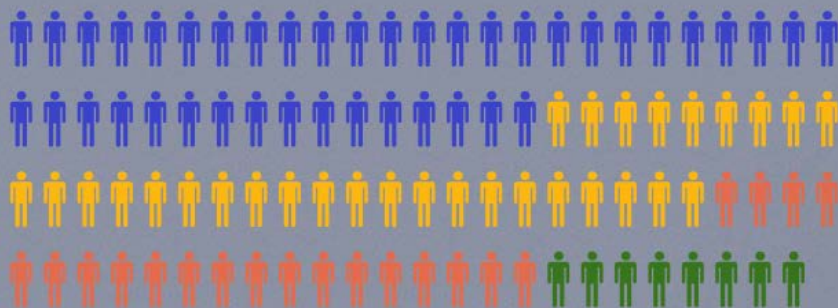
54  
Competitions

42  
Cities

575  
Medals

10  
Trophies

### 2016 State Tournament



2,211 – Total Attendance at Awards Ceremony  
1,080 – Official Science Olympiad Competitors  
800 – Additional Middle and High School Students  
531 – Parents, Teachers, School Admin, & Bus Drivers  
222 – Volunteers from all across the Indiana

Info graphs courtesy  
of [piktochart](#)

# Health & Physical Education

Teachers' Toolbox

March 2017

## What Motivates Teens To Exercise?

"Unless actively involved in sports, many students entering high school drop their activity levels to a minimum, setting the stage for sedentary-related adult diseases." SHAPE America's February 22<sup>nd</sup> Et Cetera Newsletter shared an article summarizing a recent pilot study which researchers conducted to investigate what types of energy levels and mindsets tend to prompt teens to exercise. The questions they are trying to answer with the research were; are teens more likely to exercise when they are feeling down, or when they are feeling good and energetic? The researchers combined the participant's reports of mood and energy with physical activity data collected from an activity tracker that the teens wore 24 hours a day. Findings suggest that adolescents are too different from one another for clinicians to rely on a one-size-fits-all approach for recommendations and advice. Researchers want to focus on increasing the physical activity of adolescents and help them find opportunities for leisure time physical activities outside of the structure of school. This study emphasizes that the approach needs to be personalized for each adolescent. More information on the research being done on the affects of exercise on our brains can be found in [this article](#).



## SOPHE Call for Public Comments on Draft School Health Educator Preparation Standards

The Society for Public Health Education (SOPHE) welcomes comments on proposed standards and key elements that would serve as expectations for people graduating from a college or university prepared to teach health education at the K-12 level(s). **Comments on the draft standards and key elements can be submitted online by March 15, 2017 by individuals and/or organizations with an interest in school health education.**

[Take the survey to submit your comments.](#)

Nutrition Month Resource Can Be Found [HERE](#)



## Cardio-Focused Physical Activity Ideas

It's not February and National Heart Health month, but heart-focused physical activity is important year round. If you haven't met the Jump Rope For Heart/Hoops For Heart Zoo Crew yet, check them out [here](#)!

## App Meant for Cats Gets Kids Moving...

SHAPE Et Cetera recently reported about a teacher in Arkansas' creative use of the Friskies JitterBug app in her classroom to make a "visual throwing activity". It was a big success with the kids! More information, and a short clip of the students enjoying the activity can be found [here](#).

## HIV and AIDS Timeline

The CDC's National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention (NCHHSTP) recently released a visual and wonderfully detailed timeline of HIV and AIDS, beginning from the early 1980s when the new disease appeared, through to the present. This new resource for the classroom provides an overview of the surveillance and public health response toward the understanding, prevention and treatment of the HIV epidemic.



# Computer Science Kindergarten-12

Teachers' Toolbox

March 2017

## AP Exam Schedule

**Tuesday, May 2 @ 8 AM**  
AP Computer Science A

**Friday, May 5 @ 12 PM**  
AP Computer Science  
Principles

## Summer PD

[ACTE Region III Conference](#)  
VU Aviation Technology Center  
June 21-23, 2017  
Wyndham Indianapolis West

[CSTA Annual Conference](#)  
Baltimore, Maryland  
Renaissance Baltimore  
Harborplace Hotel  
July 9-11, 2017

[Tech Camp](#)  
July 11-14, 2017  
IUPUI

## CS Contacts



Nick Flowers  
Elementary Math  
and Science  
[nflowers@doe.in.gov](mailto:nflowers@doe.in.gov)



Jarred Corwin  
Secondary Science  
[jcorwin@doe.in.gov](mailto:jcorwin@doe.in.gov)



Dena Irwin  
Business, Marketing,  
IT, & Entrepreneurship  
[dirwin@doe.in.gov](mailto:dirwin@doe.in.gov)

## Computer Science Lesson Ideas

[Edutopia](#) is an excellent website to get all kinds of ideas for how to teach computer science and some do not require any technology to complete. [CSUnplugged](#) also has some ideas for lessons without technology you might find useful.



I bet you have heard of the Breakout EDU craze where students are given clues/assignments/projects that help them open locks on a physical box or through digital means. The [Breakout EDU](#) website has several computer science games already build for you to use and your students will love the challenge.



The Computer Science Online website has a great resource article "[Computer Science Before College](#)" by Maggie O'Neill.

Maggie has compiled many resources we probably have heard of and maybe used, but for new teachers this is a wonderful, one-stop shopping list of what is out there and she has everything listed by grade levels: elementary, middle level, high school and college prep.



Consider offering some summer CS camps locally that specifically are geared toward girls. [Girls That Code](#) have some wonderful opportunities for females.



# Fine Arts

Teachers' Toolbox

March 2017

## Music in Our Schools Month

Music In Our Schools Month® or "MIOSM®" is NAFME's annual celebration during March which engages music educators, students, and communities from around the country in promoting the benefits of high quality music education programs in schools.

Music In Our Schools Month® began as a single statewide Advocacy Day and celebration in New York in 1973 and grew over the decades to become a month-long celebration of school music in 1985.

Music teachers celebrate MIOSM in many ways by offering special performances, lessons, sing-alongs and activities to bring their music programs to the attention of administrators, parents, colleagues, and communities to display the positive benefits that school music brings to students of all ages.

NAFME provides many special resources for teachers and schools to use in their concerts, lessons, and advocacy events that highlight the importance of school music.

For more information:

<http://www.nafme.org/programs/miosm/>



## PD for Dance Instructors by NDEO

NDEO's **Online Professional Development Institute (OPDI)™** offers online dance education courses featuring pedagogy, teaching methods, history, assessments, research and much more. OPDI will benefit the vast majority of dance educators, teaching artists and administrators who are working in private studios and schools of dance, community and cultural centers, higher education, and K-12 education seeking professional development.

The courses are designed to appeal to those professionals who want to learn more, enhance domains of knowledge, learn new content areas, and strengthen their own teaching and learning skills. For more info:

[Click Here!](#)



### 10 Lessons the Arts Teach by

Elliot Eisner [PDF] [Acrobat Reader](#)

The late Elliot Eisner, former Professor of Education at Stanford University, identified 10 lessons which are clarified through the study of art in schools.



### Learning In a Visual Age: The Critical Importance of Visual Arts Education

NEW 2016 Edition! This pivotal monograph explores why visual arts education is more important than ever.



### Specialist Contact

Celya Glowacki  
[cglowacki@doe.in.gov](mailto:cglowacki@doe.in.gov)  
317-234-5719



## Hospital Room Floors May Harbor 'Superbugs'

"Hospital room floors may be more of a "superbug" threat than many hospital staffers realize, new research suggests". An article in MedlinePlus, a NIH publication, provided information about a recent study published in the March issue of the *American Journal of*

*Infection Control* addressing the concerns of infection control and disinfection in the hospital environment. Researchers pointed out that efforts to improve disinfection in the hospital environment usually focus on surfaces that are frequently touched by the hands of health care workers or patients. Although health care facility floors are often heavily contaminated, limited attention has been paid to disinfection of floors because they are not frequently touched. Yet, items in a patient's room can come into contact with the floor, which can lead to the transfer of multidrug-resistant bacteria to hands, clothing, call buttons, medical devices, linens and medical supplies, the researchers explained. In the study, samples were taken from the floors of 159 patient rooms in five hospitals. They were found to be contaminated with infection-causing bacteria, including MRSA, vancomycin-resistant enterococci (VRE) and *Clostridium difficile*. Researchers found that 41% of patient-occupied rooms had one or more "high-touch" objects in contact with the floor, including personal items, medical devices and medical supplies. MRSA, VRE and *C. difficile* were found on 18%, 6% and 3%, respectively, of bare or gloved hands that handled the items. Results of the study suggest that floors in hospital rooms could be an underappreciated source for dissemination of bacteria and worthy of additional research. For more information, the entire article about the study can be found [here](#).

## Indiana Youth Institute

### Kids Count in Indiana 2017 Data Book



The Indiana Youth Institute (IYI) recently released their [Kids Count in Indiana 2017 Data Book: A Profile of Child Well-Being](#). The Data Book is an annual collection of facts and information about Indiana youth and families. The goal of the Data Book is to collect the best and most recent information available regarding childhood well-being in the state of Indiana. The KIDS COUNT Data Center, available at [datacenter.kidscount.org](http://datacenter.kidscount.org), uses indicators from reliable sources that are consistently available for the state of Indiana and each county from year to year. In addition, a printable profile for each of Indiana's 92 counties can be found at <https://www.iyi.org/data-library/data-services/county-snapshots/>.

## Professional Development

### The Brain, Behavior, Learning and Engagement

April 10, 2017 & May 10, 2017

Wabash Valley Education Center

Educators will come away with a deep understanding of child and adolescent brain development as it relates to learning and the emotional and social health of all students. They will thoroughly understand how stress, adversity, and trauma in the brain derail learning, compromise brain health and development, and impede motivation and engagement.

## Save the Date!!

### "Gear Up & Take Off with CTE" ACTE

### Region III Conference

June 21-23, 2017

Indianapolis

## HOSA News



Congratulations Indiana HOSA!!

For the seventh year in a row, Indiana HOSA has experienced double digit growth in membership. A 15.8% increase has been seen so far in the 2016-2017 school year. Total membership in Indiana is 2804 active members!! Great job!



## Connect me...Please!

Be sure and join the [Learning Connection](#) and then the ["IDOE Health Science Educators" Community](#) to receive updates from the IDOE and communicate with educators from across the state.

**Specialist Contact:** Sue Henry, BSN, RN  
[suhenry@doe.in.gov](mailto:suhenry@doe.in.gov) • 317-234-0217

# Family and Consumer Sciences and Work Based Learning

Teachers' Toolbox

March 2017

## Celebrate the Founder of Family and Consumer Sciences during Women's History Month

Incorporate a lesson on Ellen Swallow Richards, founder of the field of Family and Consumer Sciences. Ellen was also the first woman admitted to MIT (Click [here](#)) and helped to establish a woman's laboratory at MIT. Find resources about Ellen's triumphs for women, science and education. [Biography](#), [Blog](#), and [Videos](#)

## Writing a Grant?

Check out these resources for some great data  
*Women's Quick Facts from Million Women Mentors*

[Click Here](#)

Kids Count in Indiana 2017 Data Book

[Click Here](#)



## Work Based Learning and Business Partnerships

Business Coalitions are effective partners for scaling Work Based Learning. A business coalition provides a single contact for numerous businesses in your community. A few business coalitions to connect with include, but are not limited to:

1. Chambers of Commerce
2. Workforce Investment Boards
3. Economic Development Corporations
4. Main Street initiatives
5. Industry focused groups
6. Regional Workforce Initiatives



## National Nutrition Month Classroom Activities



- Check out <http://www.eatright.org/> for games, activities and ideas
- Incorporate nutrition focused lessons into child development and early childhood
- Have FCCLA members plan a nutrition and wellness project
- Have students in nutrition and wellness plan a cooking demo at a food bank utilizing the resources provided

## Spring Family and Consumer Sciences Professional Development Conference



April 20-21, 2017

Ivy Tech Community College  
Corporate College

Let's get FCSfit at the FACS Professional Development

Click [Here](#) for more information

## Specialist Contact

Alyson McIntyre-Reiger  
317.232.9168

[amreiger@doe.in.gov](mailto:amreiger@doe.in.gov)



# Business, Marketing, Information Technology, & Entrepreneurship

Teachers' Toolbox

March 2017

## A Global Learning Journey

Jill Woerner is the IDOE's Global Learning and World Languages Specialist. Jill challenged all the content area specialists to take some content specific standards and give them a global perspective. Jill compiled our submissions into one document she has available as a [resource](#) on her IDOE webpage. Since our top two courses for enrollment are *Preparing for College & Careers* and *Personal Financial Responsibility*, I decided to pick some standards from these two courses that can be found on [Page 7](#).

Contributing to this project was fun and we welcome any lessons you would like to share where you have taken an existing standard and put a "global lens" on it. If you are willing to share, please send your suggestions to me and I will see that Jill gets those to possibly add to the document.

Social media marketing is necessary for businesses to survive in a global economy and most of us familiar with US created sites and maybe a few international ones, but can you identify the country of origin and the purpose of some other social media sites? I thought it might be fun to test your social media intelligence with a little quiz. See if you can identify the platform and country of origin. The answers are provided at the bottom of the page.



1. Tencent QQ (more popularly known as QQ) is an instant messaging (chat-based) social media platform. It became international (with more than 80 countries using it), after it was launched in **China**. It can be used to stay in touch with friends through texts, video calls, and voice chats. It even has a built-in translator to translate your chats. Number of active users per month: 853 million approximately.
2. VK is one of the largest social networking platforms in **Russia** and has quite similar features to Facebook. Number of active users per month: 100 million approximately
3. Taringa is one of the largest social networking platform in **Latin America** and allows users to share their experiences, content and more. Number of active users: 75 million approximately
4. the-dots.com is a networking platform that helps everyone involved in the creative process connect, collaborate and commercialise helping build a stronger, more profitable and diverse creative sector. Born out of a genuine passion to make the creative industries more open and meritocratic, founder Pip Jamieson launched the platform in the **United Kingdom** in 2014.
5. This professional social networking site offers features that are similar to LinkedIn's features, with its main users based in **Switzerland, Austria, and Germany**. However, it is unique in the sense that it enables closed group discussions between the members of a certain company or business.

Source: <https://makeawebsitehub.com/social-media-sites/>

## Summer PD

### [Innovative Educators Conference](#)

June 20, 2017

Ball State Center for Academic and Economic Innovation  
Fishers, IN

### [ACTE Region III Conference](#)

VU Aviation Technology Center  
June 21-23, 2017

Wyndham Indianapolis West

### [Smart Indiana Economic Education & Financial Literacy Conference for All K-12 Teachers](#)

June 28 & 29, 2017

Sheraton/Keystone Crossing

### [Tech Camp](#)

July 11-14, 2017

IUPUI

## Save the Date

### [IACTE](#)

#### New & Newer Teacher Workshop

Marriott East, Indianapolis  
September 22-23, 2017

### [IBEA Annual Conference](#)

Wyndham Indianapolis East  
November 17-18, 2017



#### State Program Leader

Dena Irwin  
[dirwin@doe.in.gov](mailto:dirwin@doe.in.gov)  
317.233.6004

# Agriculture Education

Teachers' Toolbox

March 2017

## Don't Miss Free My Journey Resources

My Journey content has been updated! Check out the free planning tips, tools and lesson plans available this month. Click on the [Explore](#) page to find the newly designed and updated SAE Idea Cards and a lesson based on former national vice president Abbey Gretsch's retiring address. Need to make business cards? Looking for a lesson on employability skills? Head over to the [Build](#) page.

In need of a current event article related to GMO crops or information on how to start or develop your FFA Alumni chapter? Learn about this year's alumni Regional Development Conferences and more on the [Connect](#) page.

### My Journey



Don't forget to incorporate AgExplorer using the implementation guide with lesson plans on the [Explore](#) page, and be sure to look through past months' ideas on our [Archive](#) pages.

## California International Harvester Restoration Grant Available

The IH foundation provides a tractor for restoration, \$1000 in financial support and assistance working with Titan Tires to secure new tires for the project. Once the project is completed, the chapter is invited to attend antique tractor shows sponsored by the IH foundation. The local program can determine if they want to keep the tractor or auction as a local fund raiser.

Agricultural Teachers who are interested in this opportunity need to contact Roger Lubiens, [r\\_lubiens@juno.com](mailto:r_lubiens@juno.com) and submit a request to be considered for the IH foundation's program.



## 2017 CASE Institute Registration Now Open

CASE is excited to announce registration is now open for the 26 CASE Institutes, which will be held this upcoming summer! For more information and to register for a CASE Institute, please [click here](#).

Each site will be capped at 18 participants with sites able to extend participant registrations up to, but not greater than, 20 participants. Many Institutes' registrations filled quickly last year, so teachers should be sure to register and submit a School District Agreement as soon as they have secured the appropriate funding. Please note that any registration canceled within 30 days of the start of an Institute will be subject to a minimum \$250 cancellation fee. Contact CASE Professional Development Director, [Shari Smith](#), regarding any additional questions.

**CASE**  
*Curriculum for Agricultural  
Science Education*

## Professional Development

June 25-29 – IAAE Summer Workshop and NAAE Region IV Conference

### State Program Leader Contact

Celya McCullah-Glowacki  
[cglowacki@doe.in.gov](mailto:cglowacki@doe.in.gov)  
317-234-5719